



Now what?

Using those “anecdotal” for intentional teaching

Shannon Riley-Ayers

Judi Stevenson-Garcia

Ellen Frede



Agenda

- Background on joint project
NIEER/Acelero
- Overview of Performance-Based
Assessment
- Practice documenting useful anecdotes
- Using data for intentional teaching



NIEER Mission

- The National Institute for Early Education Research (NIEER) conducts and communicates research to support high quality, effective, early childhood education for all young children.
- Such education enhances their physical, cognitive, and social development, and subsequent success in school and later life.
- The Institute offers independent, research-based advice and technical assistance to policy makers, journalists, researchers, and educators.

www.nieer.org



What NIEER Offers

- Policy reports – syntheses of research and analyses of national data bases
- Yearbook
- Preschool effectiveness studies (typically state level)
- Studies of specific interest to policy makers
- Professional Development
- Technical Assistance

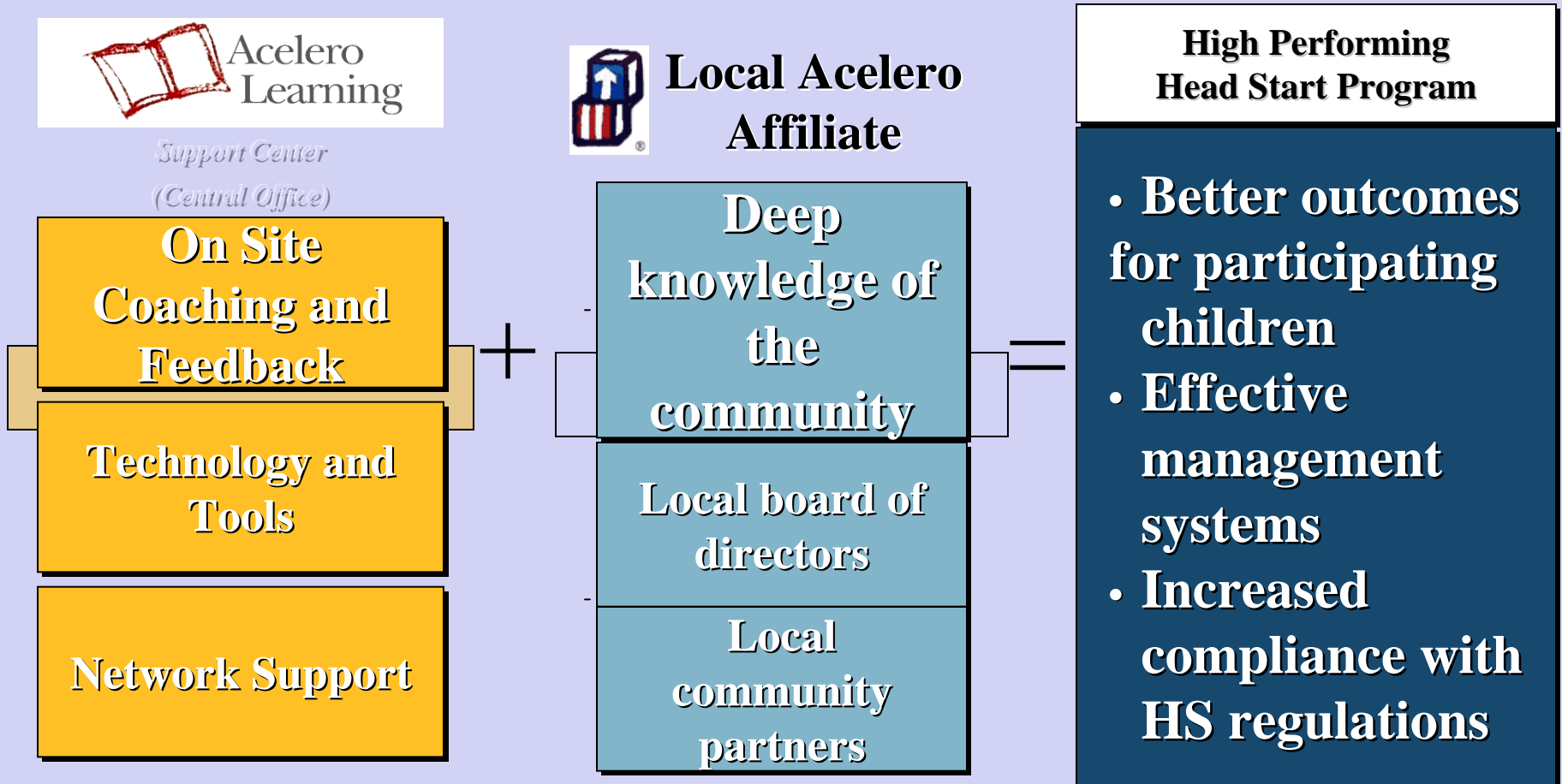
What is Acelero Learning?



- Founded in 2001 with a clear mission to **partner with local communities** to manage the highest quality Head Start/Early Head Start programs.
- A network serving more than **3700 young children and families**. Our National Support Center (based in Harlem, NY), supports 3 local affiliates:
 - Acelero Learning **Camden / Philadelphia (NJ, PA)**
 - Acelero Learning **Monmouth/Middlesex Counties (NJ)**:
 - Acelero Learning **Clark County (NV)**

Overview of Acelero Learning

Acelero Learning has developed a successful track record of supporting high quality Head Start programs.



Acelero's Approach:

Our network approach, local leadership, partnership development, and increased use of technology allow us to:

- ✓ Minimize out of classroom expenses;
- ✓ Increase teacher salaries;
- ✓ Expand the hours and number of days of service provided;

at each of our local affiliates.

Ultimately, we believe these differences will lead to better outcomes for participating children and families.



What Is Performance-Based Assessment?

- Systematic assessment for preschool children
- Assesses children's progress toward preschool standards/expectations
- Compares children to themselves and focuses on strengths and interests
- Comprehensive
- Informs instruction with data



Why Use Performance-Based Assessment?

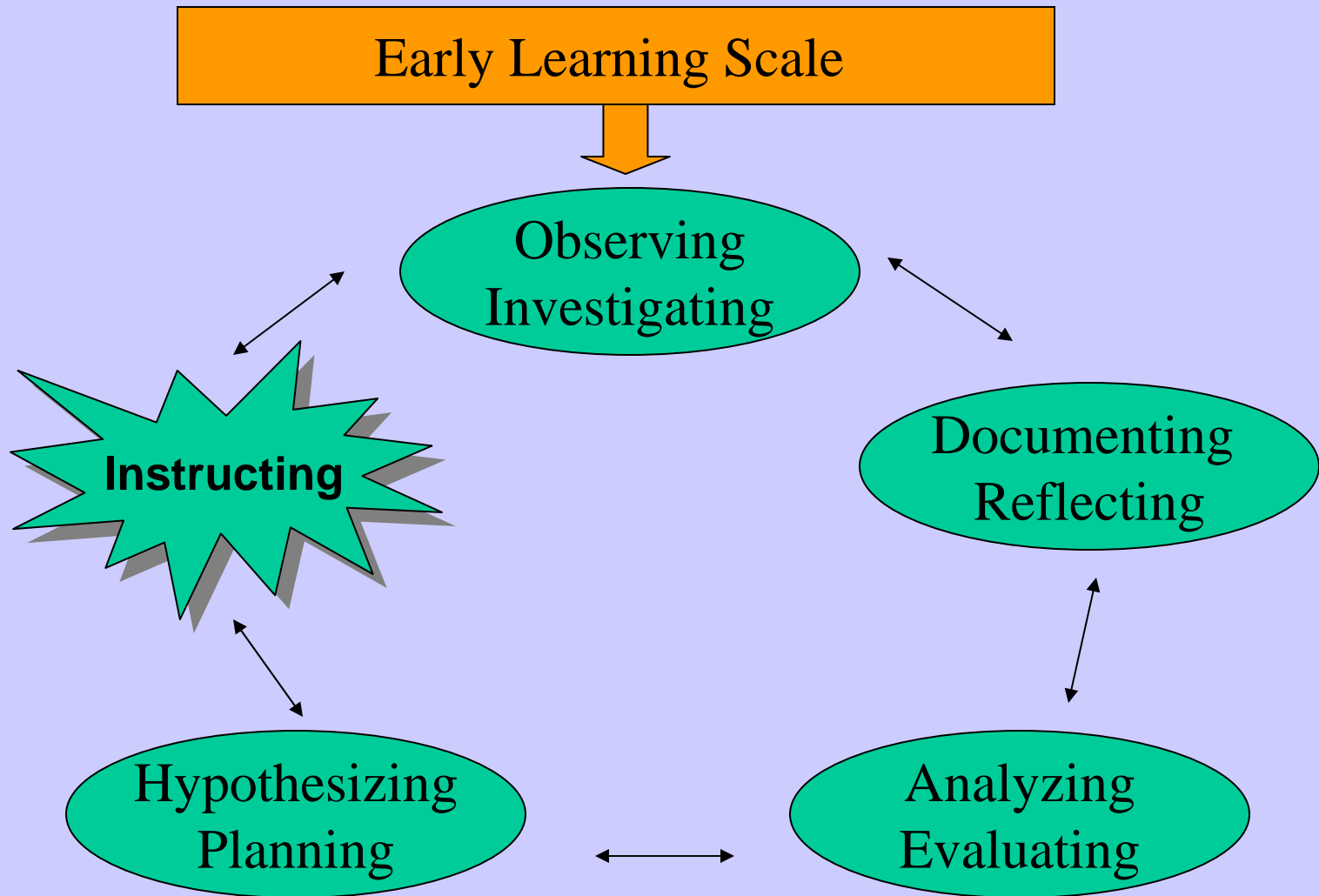
- Standardized tests may be misused
- Children are not “reliable” – captures children’s skills and knowledge in real life over time
- Compares children to themselves, is comprehensive and focuses on strengths and interests
- Understandable to parents and informs teaching



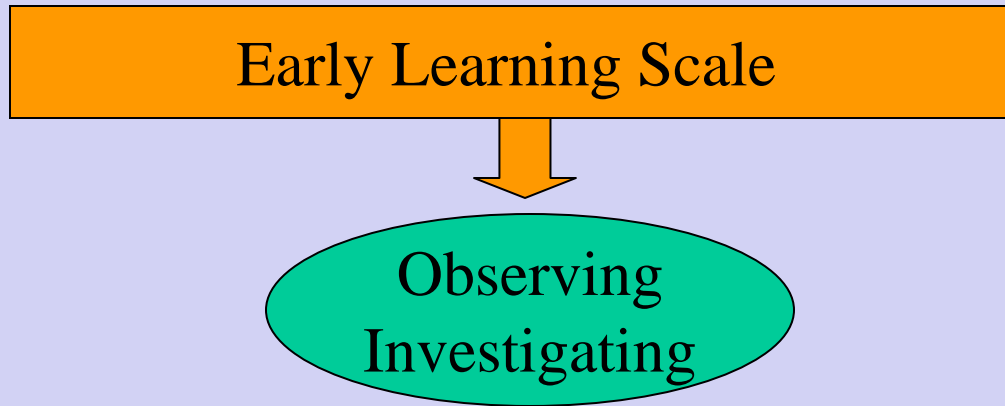
Acelero's Approach

- Early Learning Scale
- Math/Science, Social Emotional/Social Studies, & Language and Literacy
- Aligned with The Head Start Child Development and Early Learning Framework
- Work groups/collegial support
- Mentor coaching

The Assessment Process



The Assessment Process

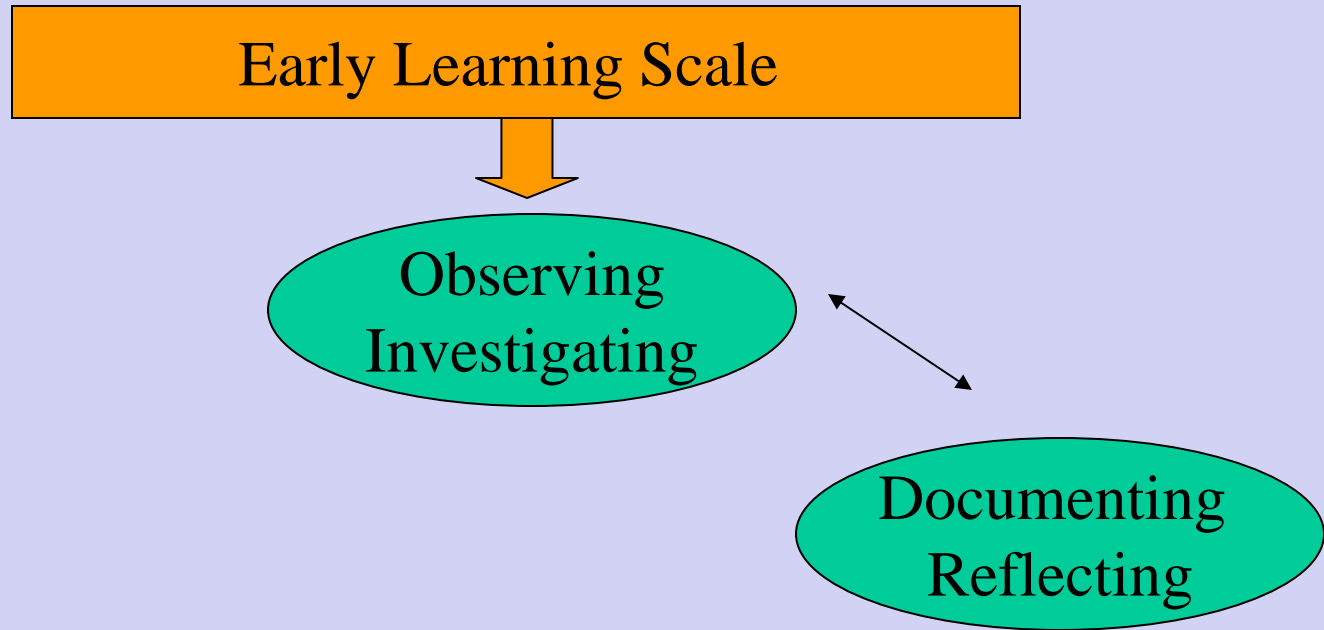




Observation

- Unless we have a focus or know what we are really looking for, it is difficult to *really* observe
- *Watch* and *listen* in a focused manner
- *Interaction* is a part of observing to gain further insight– probes and prompts
- Observe children *over time* in *varied situations*
- In order to use observations effectively, they must be written down

The Assessment Process



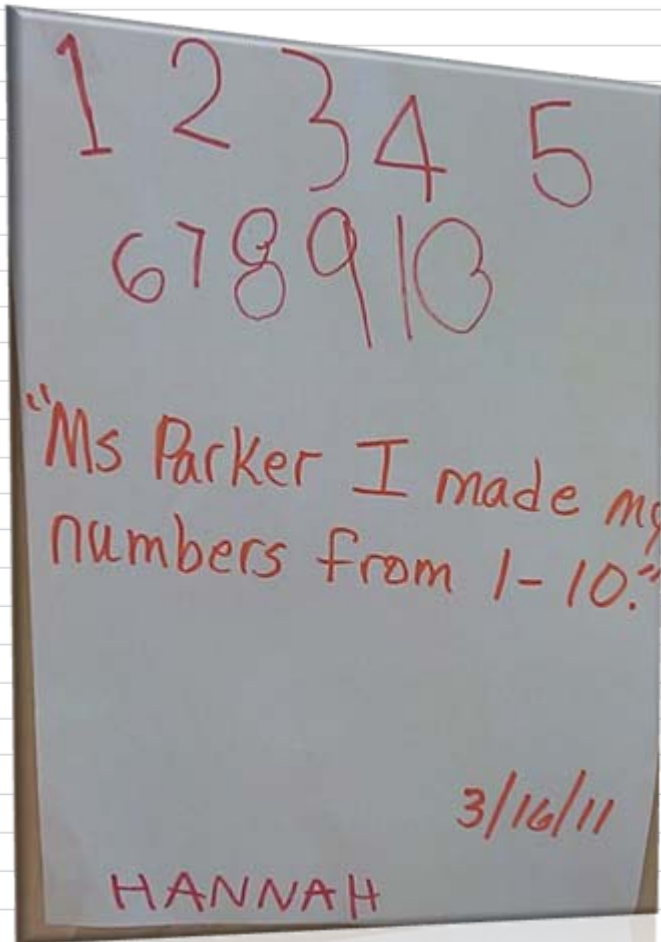


When to Document

- In the moment with the child
- As soon as possible after the event
- Stepping out of the action in teamwork with your colleagues
- In reflection



How to Document



- Record forms
- Sticky notes
- Mailing labels
- Index cards
- Directly on work samples
- Technology



Documenting

- Record what the child can do independently without judgment or labeling (be sure to date the records)
- Collect and date work samples and record information in an anecdote (reference the work sample by date at the end of the record)
- Cross-reference-- examine your documentation for other items assessed for the same expectations



Anecdote for Revision

Table Area

Kedar is always using the play dough. He never makes anything, he just bangs it into a pancake. He grabs the roller from Hannah. She yells at him and he throws it back.



Revised Anecdote

Table Area 12-7

Kedar goes to the play dough, he has chosen that material first for the past 3 days. He pounds it with two fists very hard until it is flat. He then grabs the roller from Hannah's hand. Hannah yells, "Give that back!" Kedar throws the roller back at Hannah. I remind Kedar about the no throwing rule and model language to ask to borrow something. He returns to the table and says, "Hannah, when you finished give the roller to me." *Pause.* "Please. Please. Please." Then looks at the teacher and says, "I said it three times!"



Head Start Child Framework

Mathematics Knowledge and Skills

- Measurement and Comparison
 - Compares objects using attributes of length, weight, and size
 - Orders objects by size or length
 - Uses nonstandard and standard techniques and tools to measure and compare

ITEM

DOMAIN

Math/Science

(3) Geometry and Measurement

1

2

3

4

5

INDICATORS

Identifying and Using Shapes

STRAND

Identifies circle and square
Takes apart and fits together objects

Identifies common shapes
Turns and flips shapes intentionally to determine congruency or to solve a puzzle

Identifies additional shapes and irregular shapes
Compares/contrasts 2- and/or 3-dimensional shapes by attribute
Uses knowledge of shape properties to solve problems

Measurement

STRAND

Notices large differences in size

Makes direct comparisons of length, weight, volume, height, or area of materials/objects

Uses standard and/or non-standard tools to measure length, height, volume, or weight
Uses a common base when comparing length or height



Practice Observing and Recording

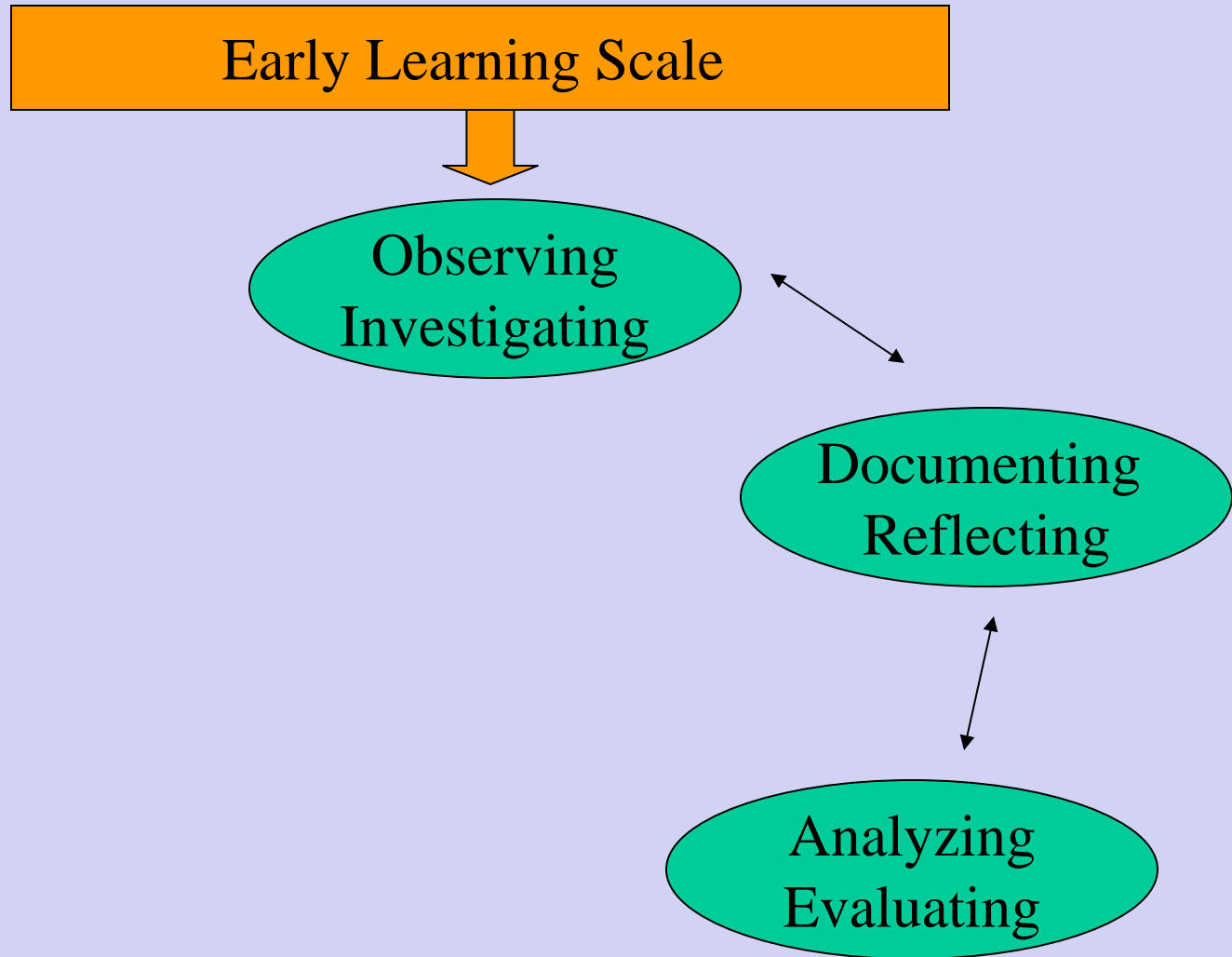
- Watch following clip
- Focus on measurement concepts
- Record an anecdote
- Review & discuss your observations
 - identify “factual” observations,
 - revise “interpretations”
- Discuss next steps in instructional planning for the child in the video



Reflecting

- As observations are collected reflect with your assistant teacher or colleagues on:
 - What a child might have meant
 - How this shows progress or concern
 - If the data gives enough information to form judgments
 - If it is a valuable record
 - How to adjust activities to challenge this child or gain more information

The Assessment Process



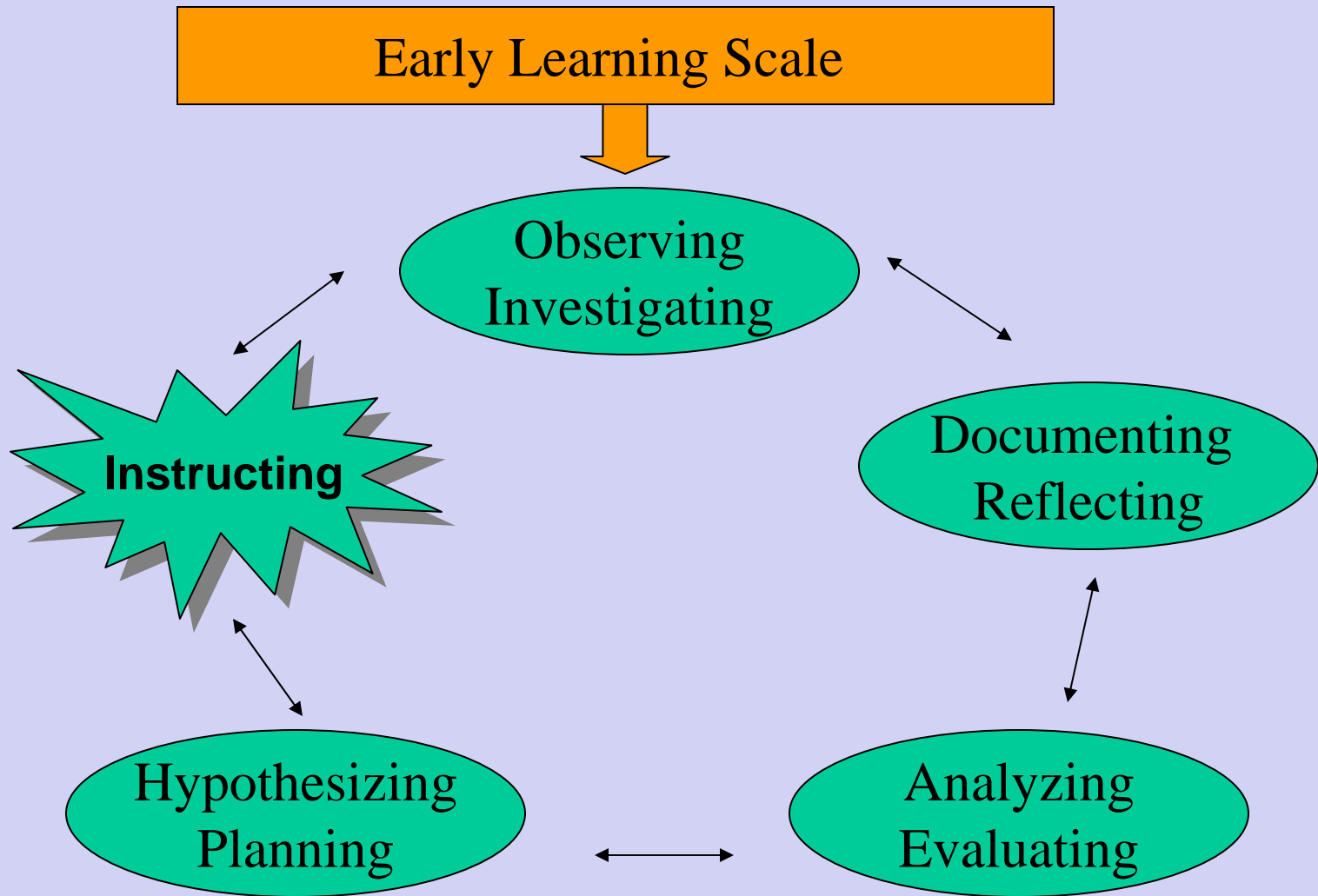


The Assessment Process

Analyzing and Evaluating: Improving Data

- Examine the data several times during the course of the score period to help focus your data collection
 - Quantity and quality
- 2 weeks before the end of the score period, examine the data and begin scoring
 - This will highlight issues or holes in your data and will guide your observations for the last 2 weeks
 - Do not stop observing and documenting at this time

The Assessment Process





The Assessment Process

Hypothesizing, Planning, & Instructing

- Form hypotheses based on data
- Provide materials, plan activities and set up interactions to collect more data around the hypotheses
- Plan activities with differentiation for children based on the data collected
- Continue with the assessment process



Practice: Anecdotes & Planning

- Look at Destiny's data and review the score provided to her based on this data for the Early Learning Scale
- Discuss with a partner what the next steps are in instructional planning for Destiny
- Whole group share



Head Start Child Framework

Number Relationships and Operations

- Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects
- Recognizes that numbers can be combined or separated to make another number through the grouping of objects
- Identifies the new number created when numbers are combined or separated



For more information about The Early Learning Scale contact:

Shannon Ayers at sayers@nieer.org or
732-932-4350